

SKRIPSI



**SPEAKING ABILITY OF THE EIGHTH GRADE STUDENTS OF MTs
LUTHFUL ULUM PATI IN THE ACADEMIC YEAR 2015/2016 TAUGHT
BY USING WHOLE BRAIN TEACHING**

By:

INDAH SETYANINGSIH

2009-32-109

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2016



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**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing
The Sarjana Program in The Department of English Education**

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MOTTO AND DEDICATION

MOTTO

- ❖ No success without God's help. "We only pray to You and only to You we ask help". (Al Fatihkah: 5)
- ❖ Failure is the beginning of a success.
- ❖ Whatever the people say, just be you.
- ❖ It is not you think. You can do that is important; it is what you really do. (Mario Teguh)
- ❖ Education is the ability to listen to almost anything without losing your temper or your self-confidence. (Robert Frost)

DEDICATION

This skripsi is dedicated to:

1. My beloved parents who always care and supports.
2. My sister.
3. My beloved husband and son
4. The family of MTs Luthful Ulum Pati.
5. All of my friends in English Education

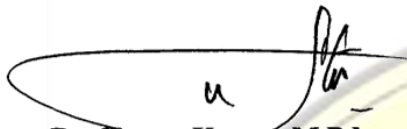
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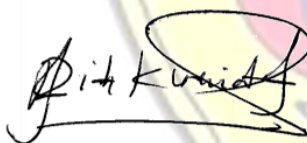
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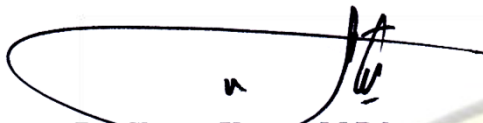
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In completing this research the writer realized would not be able to complete this skripsi without great support, advice, and encouragement from some great people around me. Therefore, the writer would like to express her sincerest gratitude to:

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5. Erfan Chumaidi, S.Pd.I as the Headmaster of MTs. Luthful Ulum Pati, who permits and facilitates his to conduct the research in his school.
6. Suparno S.Pd, the english teacher of MTs. Luthful Ulum Pati who has given guidance in conducting this research.

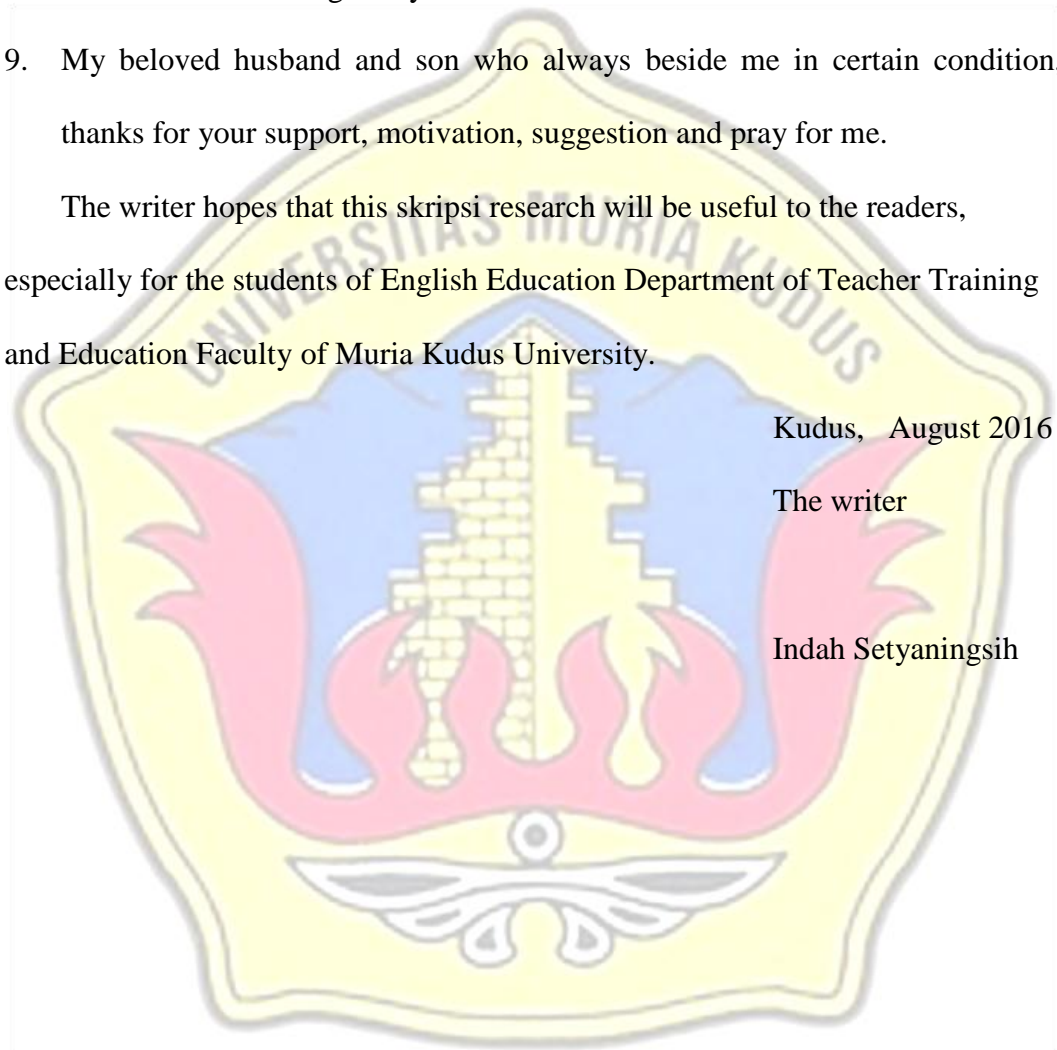
7. All of the eighth grade students of MTs. Luthful Ulum Pati in academic year 2015/2016.
8. Especially my beloved parents, Mr. Sutar and Mrs. Kunfayati, thank you for the way you have been caring me with your love and affection and also my beloved sister Endang Lustyorini.
9. My beloved husband and son who always beside me in certain condition, thanks for your support, motivation, suggestion and pray for me.

The writer hopes that this skripsi research will be useful to the readers, especially for the students of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.

Kudus, August 2016

The writer

Indah Setyaningsih



ABSTRACT

Setyaningsih, Indah. 2016. *Speaking Ability of the Eighth Grade Students of Mts Luthful Ulum Pati in the Academic Year 2015/2016 Taught by Using Whole Brain Teaching*. Skripsi. Department of English Education, Faculty of Teacher Training and Education, University of Muria Kudus.
Advisor: (I) Dr. Slamet Utomo, M.Pd, (II) Atik Rokhayani, S.Pd, M.Pd

Key words: speaking ability, whole brain teaching

The main purpose of English learning classroom is to develop four skills of the learners. Speaking is an important skill for everyone to get message from other. The problems that appears is the eighth grade students of MTs Luthful Ulum Pati in the Academic Year 2015/2016 still have difficult and poor ability in English especially in speaking ability. Based on preliminary study which the writer did by interviewing the teacher of eighth grade students of MTs Luthful Ulum Pati in the Academic Year 2015/2016, the writer found that the students get difficult in speaking ability caused by the English teacher in Mts Luthful Ulum Pati who doesn't use technique that can make the students enjoy in learning English. Because of that reason, the writer does the research. In this reseach, the writer teaches speaking using whole brain teaching as new technique which has not been taught before.

The purpose of this research is to find out weather there is any significant difference of the students' speaking ability of the eighth grade students of MTs Luthful Ulum in the academic year 2015/2016 before and after being taught by Whole Brain Teaching.

The research design used in this study is experiment research. There were some meeting in doing research that consist of one observation meeting, four treatment meetings, one try-out meeting, and one speaking test meeting. This research applied two kinds of test, pre-test and post-test. the instrument used to gather the data is test instrument.

From the result of the test, it can be seen clearly that the mean of speaking ability of the eighth grade students of MTs. Luthful Ulum Pati in the academic year 2015/2016 before being taught by using *Whole Brain Teaching* is 55.52. While, the mean of speaking ability of the eighth grade students of MTs. Luthful Ulum Pati in the academic year 2015/2016 after being taught by using *Whole Brain Teaching* is 73.68. The calculation of t-test, the Degree of freedom (df) 24, and t-table (t_t) 2,048, the t-observation (t_o) obtained is 12.24. In other words, t-observation is higher than t-test ($t_o > t_t$). Therefore, the hypothesis that states that there is significant difference between the speaking ability of the eighth grade students of MTs. Luthful Ulum Pati in the academic year 2015/2064 before and after being taught by using *Whole Brain Teaching* is “**accepted**”.

Realizing that the students still have difficulties in the speaking ability, in this research the writer suggest to the English as follow: (1) Because students still crowded in applying *Whole Brain Teaching*, teachers should control learning and learning in order to keep it running well, (2) Teachers should provide motivation to students who are not able to respond so that the students are not just passive in speaking activity, and (3) The writer hopes the next writer can minimize problems and use technique more creative and innovative technique in teaching learning proces.



ABSTRAKSI

Setyaningsih, Indah. 2016. Kemampuan Berbicara tentang Siswa Kelas VIII dari Mts Luthful Ulum Pati di Tahun Akademik 2015/2016 Diajarkan dengan Menggunakan Pengajaran Otak Utuh. Skripsi. Departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (I) Dr. Slamet Utomo, M.Pd, (II) Atik Rokhayani, S.Pd, M.Pd

Key words: kemampuan berbicara, whole brain speaking

Tujuan utama dari pembelajaran bahasa Inggris adalah untuk mengembangkan empat keterampilan siswa. Berbicara merupakan keterampilan penting bagi setiap orang untuk mendapatkan pesan dari lainnya. Permasalahan yang muncul adalah siswa kelas VIII MTs Luthful Ulum Pati di Tahun Akademik 2015/2016 masih memiliki kesulitan dan miskin dalam bahasa Inggris terutama dalam kemampuan berbicara. Berdasarkan studi pendahuluan yang penulis lakukan dengan mewawancarai guru dari siswa kelas VIII MTs Luthful Ulum Pati di Tahun Akademik 2015/2016, penulis menemukan bahwa siswa kesulitan dalam kemampuan berbicara yang disebabkan oleh guru bahasa Inggris di MTs Luthful Ulum Pati yang tidak menggunakan teknik yang dapat membuat siswa menikmati belajar bahasa Inggris. Karena alasan itu, penulis melakukan penelitian. Dalam penelitian ini, penulis mengajarkan berbicara menggunakan *Whole Brain Teaching* sebagai teknik baru yang belum diajarkan sebelumnya.

Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya perbedaan yang signifikan dari kemampuan berbicara siswa dari siswa kelas VIII MTs Luthful Ulum pada tahun akademik 2015/2016 sebelum dan setelah diajarkan menggunakan *Whole Brain Teaching*.

Desain penelitian yang digunakan dalam penelitian ini adalah penelitian eksperimen. Ada beberapa pertemuan dalam melakukan penelitian yang terdiri dari satu pertemuan observasi, empat pertemuan pembelajaran, satu pertemuan try-out, dan satu pertemuan tes berbicara. Penelitian ini menggunakan dua jenis tes, pre-test dan post-test. instrumen yang digunakan untuk mengumpulkan data adalah instrumen tes.

Dari hasil tes, dapat dilihat dengan jelas bahwa rata-rata kemampuan siswa kelas VIII MTs berbicara. Luthful Ulum Pati pada tahun akademik 2015/2016 sebelum diajarkan dengan menggunakan *Whole Brain Teaching* adalah 55,52. Sementara, rata-rata kemampuan siswa kelas VIII MTs berbicara. Luthful Ulum Pati pada tahun akademik 2015/2016 setelah diajarkan dengan menggunakan *Whole Brain Teaching* adalah 73,68. Perhitungan t-tes, yang Derajat kebebasan (df) 24, dan t-tabel (tt) 2048, t-observasi (to) adalah 12,24. Dengan kata lain, t-observasi lebih tinggi dari t-test (to > tt). Oleh karena itu, hipotesis yang menyatakan bahwa ada perbedaan yang signifikan antara kemampuan berbicara siswa kelas VIII MTs. Luthful Ulum Pati pada tahun akademik 2015/2064

sebelum dan setelah diajar dengan menggunakan *Whole Brain Teaching* adalah "diterima".

Menyadari bahwa siswa masih mengalami kesulitan dalam kemampuan berbahasa, dalam penelitian ini penulis menyarankan kepada guru Bahasa Inggris sebagai berikut: (1) Karena siswa masih ramai dalam menerapkan *Whole Brain Teaching*, guru harus dapat mengontrol pembelajaran sehingga pembelajaran tetap berjalan dengan baik, (2) Guru harus memberikan motivasi kepada siswa yang tidak mampu merespon sehingga siswa tidak hanya pasif dalam aktivitas berbicara, dan (3) penulis berharap selanjutnya penulis dapat meminimalkan masalah dan menggunakan teknik yang lebih kreatif dan teknik inovatif dalam proses pembelajaran.



TABLE OF CONTENTS

	Page
COVER	i
LOGO.....	ii
TITLE.....	iii
MOTO AND DEDICATION.....	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENT	vii
ABSTRACT.....	ix
TABLE OF CONTENTS.....	xiii
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF APPENDICES	xviii
CHAPTER I INTRODUCTION	
1.1 Background of the Research	1
1.2 Statement of the Problem	4
1.3 Objective of the Research	4
1.4 Significance of the Research	5
1.5 Limitation of the Research	6
1.6 Operational Definition.....	6
CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS	
2.1 Teaching English in MTs. Luthful Ulum Pati.....	7
2.1.1 The Curriculum of Teaching English in MTs. Luthful Ulum Pati.....	8
2.1.2 The Purpose of Teaching English in MTs. Luthful Ulum Pati	8

2.1.3	The Material of Teaching English in MTs. Luthful Ulum Pati	9
2.2	Speaking	10
2.2.1	Speaking Competence	10
2.3	Genre	12
2.3.1	Kinds of Genre	12
2.4	Recount Teks	14
2.4.1	Social Function of recountText.....	15
2.4.2	Generic Structure of Recount Text	15
2.4.3	Lexicogrammatical Features of Recount Text	15
2.4.4	Example of recountText.....	16
2.5	Whole Brain Teaching Method.....	16
2.5.1	Process of teaching speaking by using Whole Brain Teaching	17
2.5.2	Benefits of Whole Brain Teaching.....	20
2.6	Review of Previous Research.....	22
2.7	Theoretical Framework	24
2.7.1	Hypothesis.....	26
CHAPTER III METHOD OF THE RESEARCH		
3.1	Design of the Research.....	27
3.2	Population and sample	29
3.3	Instrument of the Research.....	30
3.4	Data Collection.....	34
3.5	Data Analysis	35

CHAPTER IV FINDING OF THE RESEARCH

4.1	The Significant Difference Between Speaking Ability of The Eighth Grade Students of MTs. Luthful Ulum Pati in the Academic year 2015/2016 Before Being Taught by Using <i>Whole Brain Teaching</i>	39
4.2	The Significant Difference Between Speaking Ability of The Eighth Grade Students of MTs. Luthful Ulum Pati in the Academic year 2015/2016 After Being Taught by Using <i>Whole Brain Teaching</i>	43
4.3	Hypothesis Testing	45

CHAPTER V DISCUSSION

5.1	The Speaking Ability of The eighth Grade Students of MTs. Luthful Ulum Pati in the Academic year 2015/2016 Before Being Taught by Using Whole Brain Teaching.....	50
5.2	The Speaking Ability of The eighth Grade Students of MTs. Luthful Ulum Pati in the Academic year 2015/2016 After Being Taught by Using Whole Brain Teaching.....	51
5.3	The Significant Difference Between Speaking Ability of The eighth Grade Students of MTs. Luthful Ulum Pati in the Academic year 2015/2016 After Being Taught by Using Whole Brain Teaching	53

CHAPTER VI CONCLUSION AND SUGGESTION

6.1 Conclusion	56
6.2 Suggestions	57
REFERENCES.....	58
APENDICES.....	59
STATEMENT	136
CURRICULUM VITAE	138

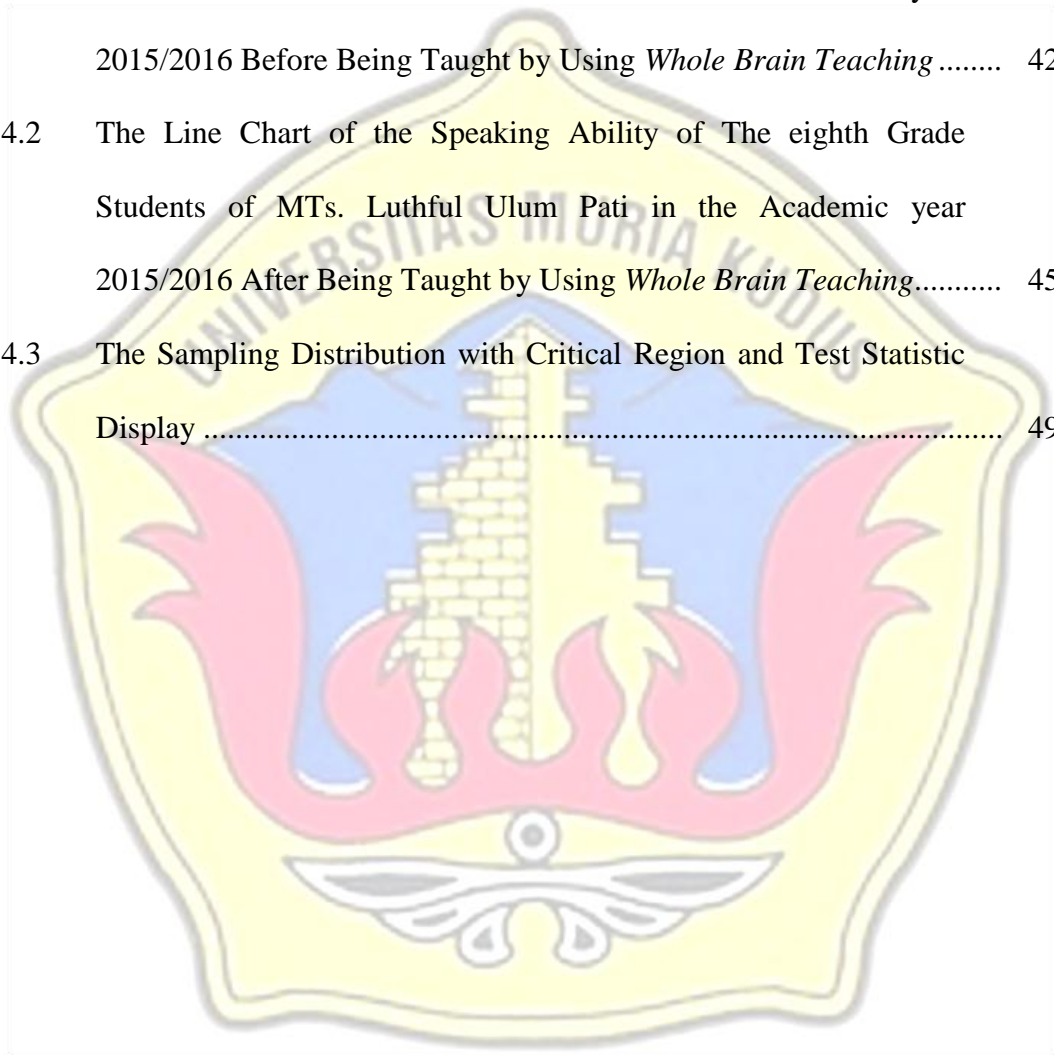


LIST OF TABLES

Table	Page
3.1	The Criteria of Test Score Speaking 30
3.2	The score of Students' Achievement Speaking..... 33
4.1	The Pre- Test Scores of Speaking Ability of The eight Grade Students of Mts. Luthful Ulum Pati in the Academic year 2015/2016 Before Being Taught by Using <i>Whole Brain Teaching</i> 40
4.2	The Scores Percentage of Speaking Ability of The eighth Grade Students of MTs. Luthful Ulum Pati in the Academic year 2015/2016 Before Being Taught by Using <i>Whole Brain Teaching</i> 41
4.3	The Post- Test Scores of Speaking Ability of The eighth Grade Students of MTs. Luthful Ulum Pati in the Academic year 2015/2016 After Being Taught by Using <i>Whole Brain Teaching</i> 43
4.4	The Scores Percentage of Speaking Ability of The eighth Grade Students of MTs. Luthful Ulum Pati in the Academic year 2015/2016 After Being Taught by Using <i>Whole Brain Teaching</i> 44
4.5	The Summary of the Calculation of between the speaking ability of the eighth grade students of MTs. Luthful Ulum Pati in the academic year 2015/2016..... 46

LIST OF FIGURE

Figure	Page
4.1 The Line Chart of the Speaking Ability of The eighth Grade Students of MTs. Luthful Ulum Pati in the Academic year 2015/2016 Before Being Taught by Using <i>Whole Brain Teaching</i>	42
4.2 The Line Chart of the Speaking Ability of The eighth Grade Students of MTs. Luthful Ulum Pati in the Academic year 2015/2016 After Being Taught by Using <i>Whole Brain Teaching</i>	45
4.3 The Sampling Distribution with Critical Region and Test Statistic Display	49



LIST OF APPENDICES

Appendix	Page
1. Syllabus	60
2. Pre-test to Measure the Students Speaking Ability	61
3. Post-test to Measure the Students Speaking Ability	62
4. Lesson Plan	63
5. List of the Eighth Grade Students of MTs Luthful Ulum Pati	94
6. The Data Score of Pre-test of the Speaking Ability of Descriptive Text of the Eighth Grade Students of MT.s Luthful Ulum Pati in academic year 2015/2016 Taught by Using Whole Brain Teaching	95
7. The Data Score of Pre-test of the Speaking Ability of Descriptive Text of the Eighth Grade Students of MT.s Luthful Ulum Pati in academic year 2015/2016 Taught by Using Whole Brain Teaching	97
8. The Calculating of Mean Standard Deviation o Pre-test Scores	98
9. The Data Score of Post-test of the Speaking Ability of Descriptive Text of the Eighth Grade Students of MT.s Luthful Ulum Pati in academic year 2015/2016 Taught by Using Whole Brain Teaching	100
10. The Data Score of Post-test of the Speaking Ability of Descriptive Text of the Eighth Grade Students of MT.s Luthful Ulum Pati in academic year 2015/2016 Taught by Using Whole Brain Teaching	102
11. The Calculating of Mean Standard Deviation of Post-test Scores	103
12. The calculation t Observation of Speaking ability of the eighth grade students of MTs. Luthful Ulum Pati in Academic year 2015/2016 Taught by Using Whole Brain Teaching	105